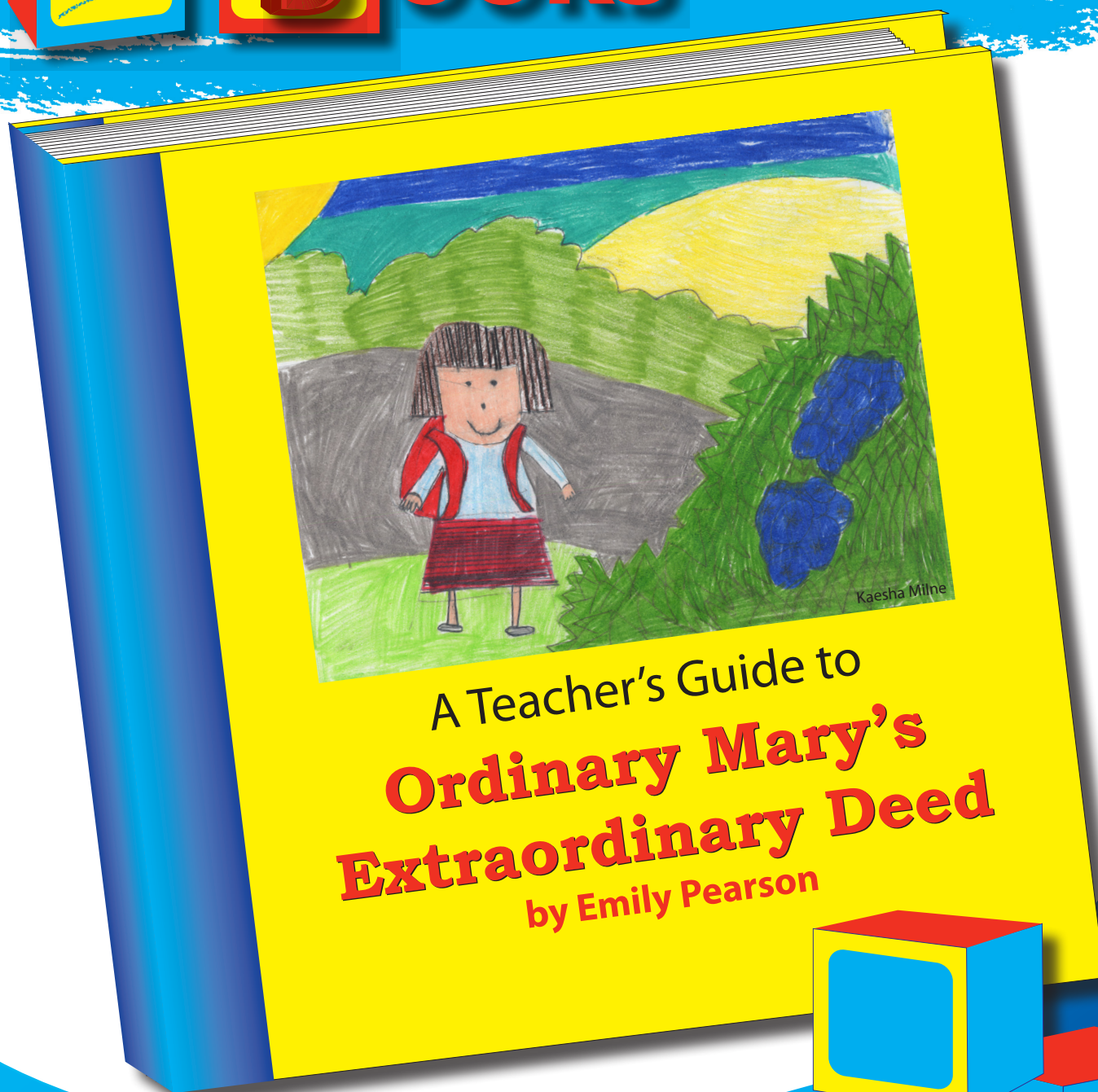


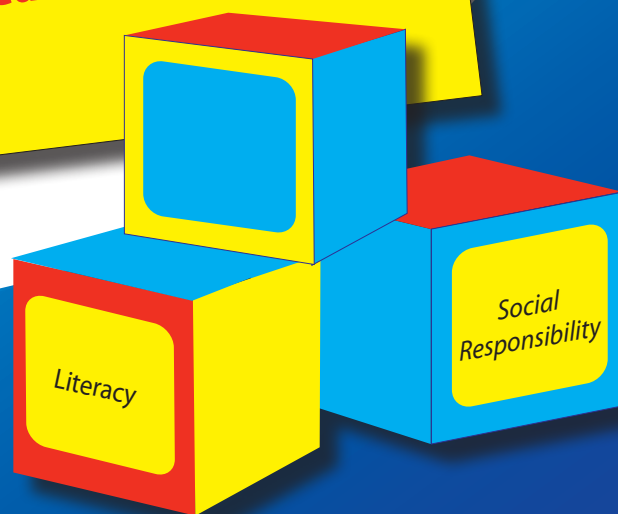
# Thoughtful Books

GRADE  
1+



Series Editor  
Author

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# Note to parents and teachers

The Thoughtful Books Series makes use of exemplary children's literature to help young readers learn to read critically and to thoughtfully consider ethical matters. Critical thinkers rely on inquisitive attitudes, utilize thinking strategies, access background knowledge, understand thinking vocabulary, and apply relevant criteria when making thoughtful decisions. We refer to these attributes as intellectual tools. Each resource in this series features specific intellectual tools supporting literacy development and ethical deliberation. Teachers and parents can introduce the tools using the suggested activities in this resource, and then support learners in applying the tools in various situations overtime, until children use them independently, selectively, and naturally.

## Reading as thinking

Reading is more than decoding words. It is the active process of constructing meaning. Good readers understand this process as engagement in critical thinking. They employ specific literacy competencies as they engage with text, create meaning from text, and extend their thinking beyond text. The activities in this booklet help develop the following literacy competencies:

- *Accessing background knowledge:* Good readers draw on what they already know to establish a foundation for approaching new texts. In this case, students recall their experiences with acts of kindness.
- *Reading with a purpose:* Good readers are clear about why they are reading a text, either by bringing a specific objective to their reading or by anticipating the author's objectives. In this case, students listen for the response of certain characters in the story.
- *Synthesizing ideas:* Good readers thoughtfully apply key ideas and issues raised in a text to their own lives and in broader community and global contexts. In this case, students learn the importance and effects of kind acts, and they generate acts of kindness for their classmates and make plans for implementing acts of kindness in their community. The criteria that characterize a kind act and the 5Ws help students create their plan.

## Ethical considerations

A second focus of the activities in this booklet is to help learners develop the intellectual tools they need to think critically about ethical considerations. It is important to teach the tools, often through modelling and illustrating with examples, and continue to apply the tools in a variety of situations over time, until learners internalize them. The following ethical consideration is addressed in this resource:

- *Acts of kindness:* Being kind and doing acts of kindness for others makes other people appreciative and makes the doer of good deeds understand that helping others can make everyone involved feel good. Students build a positive self-image, and learn to think beyond themselves and act kindly without anticipation of tangible reward.

# TEACHER'S GUIDE FOR: *Ordinary Mary's Extraordinary Deed* by Emily Pearson

## Critical task

Plan and implement an act of kindness in the classroom, home, and/or community.

## Story

*Ordinary Mary's Extraordinary Deed*, by Emily Pearson, illustrated by Fumi Kosaka, Gibbs Smith (2002).

## Summary

This story illustrates the ripple effect of an act of kindness as Mary, "an ordinary kid," does one good deed that multiplies into many acts of kindness. Students examine the effects of Mary's act of kindness and consider what constitutes an act of kindness and the impact of a kind act when the recipient "pays it forward." Students then demonstrate their understanding of the concept of kindness by generating acts of kindness in their classroom and in the community.

## Main focus

### *Literacy competencies*

- accessing background knowledge
- reading with a purpose
- synthesizing ideas

### *Ethical considerations*

- kindness
- perpetuating kindness, not by returning it to the person who offered it but by being kind to another person (paying it forward)

### *Levels of involvement*

Consider students' interest and their level of maturity to determine whether or not all three levels of after-reading activities are appropriate.

- *Exposure*: consider the concept of kindness; develop a list of criteria that characterize a good deed or an act of kindness.
- *Investigation*: create a good deed necklace.
- *Application*: plan and implement five good deeds.

# Activities

## Session One

### Before reading

Consider the concept of kindness

- Before reading the story *Ordinary Mary's Extraordinary Deed*, ask students if they have ever heard the phrase “random acts of kindness.” Brainstorm possible meanings for this phrase.
- Tell students that the class will be talking about kindness. Explain to them that sometimes thinking about our own experiences helps us to better understand ideas. This strategy is called “Think of a Time.”
- Invite students to think of a time when they were kind to someone. Guide students’ thinking using the following questions:
  - Who were you kind to?
  - What did you do?
  - How did you feel about the other person’s situation?
  - How do you think the other person felt after you were kind to them? Did they tell you, or did you see their feeling in their face or body language?
  - What happened because you helped?
  - How did you feel after you helped?
- Ask students to tell a partner about their experience. Then, ask the pairs to share with the class any words or ideas that were common to their stories. Record these words and ideas on the board.
- Next, encourage students to think of a time when someone was kind to them. Prompt students with the following questions and follow the same sharing procedure as above.
  - Who was kind to you?
  - What did they do?
  - How did you feel?
  - What happened because they were kind?
  - How did that person feel?

Accessing background knowledge

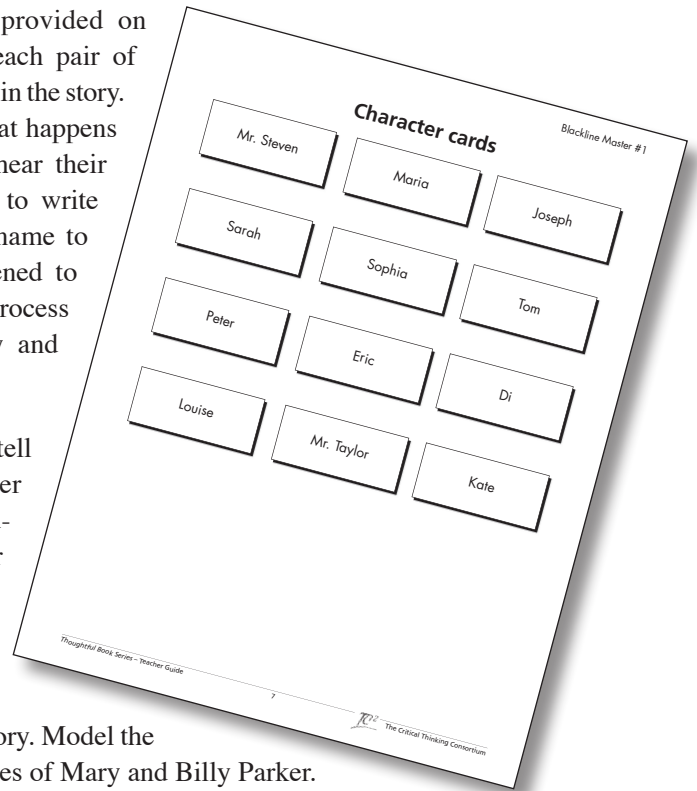
### During reading

Read and re-tell the story

- Show the book *Ordinary Mary's Extraordinary Deed* to students and discuss the words “ordinary” and “extraordinary.” Ask students what “extraordinary” might mean.
- Read the first page and ask students how they think Mary could change the world.
- Continue reading to the point where Mrs. Bishop gives out five plates of cookies, including one to Billy Parker (stop at the middle of p. 6).

## Reading with a purpose

- Pose the questions: “If you were Billy Parker, what would you do next?” and “What do you think Billy Parker will do?”
- Using the character cards provided on Blackline Master #1, give each pair of students the name of someone in the story. Ask students to listen for what happens to that person. When they hear their assigned name, invite them to write a reminder note beside the name to remind them of what happened to their character. Model this process using the example of Mary and Billy Parker.
- After reading the story, re-tell it with the class, stopping after each name is read. When students hear the name on their card, ask them to stand up and tell what happened to their character. Illustrate the importance of gestures and expression in re-telling the story. Model the re-telling using the experiences of Mary and Billy Parker.



## Begin New Session

### After reading: exposure level

Develop a list of criteria that characterize a good deed or an act of kindness

- Review the good deeds in the story. Create a list of the good deeds and discuss the following questions:
  - How are the good deeds the same?
  - How are they different?
  - How did the people giving feel?
  - How did the people receiving feel?
- Divide the list of good deeds into categories, such as giving something away, returning something, helping someone, saying something kind, including someone, teaching someone, lending something.
- Probe students' understanding of good deeds by asking the following questions:
  - What makes something a good deed?
  - Does it depend on what you might get back?
  - Did Mary know that eventually her kind act would come back to her?
  - Does the person to whom you are kind have to know that it was you?

### Create a good deed necklace

- Examine the cards on Blackline Master #2, “Are these good deeds?” Invite students, individually or with partners, to sort the cards into two piles, one containing good deeds, and one containing those that are not good deeds. Ask students to create a new card for each list using the blank cards. With young primary children, complete this activity as a class, inviting students to draw or act out some of the good deeds.

Are these good deeds?	
I really like watching television when I do my homework or read a book.	Students offered a free baby-sitting service so parents could enjoy the school fair.
Your neighbour's lawn is getting long. She has been sick and cannot cut it. You cut the lawn for her so she can relax and get better.	You bought a new bike so you have a better chance of winning the race.
You make your sister's lunch for her.	I saved my money for weeks to buy a new toy.
You help your neighbour weed the garden.	I made a thank-you card for the secretary because she is always willing to help me.

- Referring to the list of good deeds, develop a list of criteria that characterize a good deed or a kind act (for example, a deed makes someone feel good, is something you feel good about doing, is possible to do).
- Ask students to speculate how the story would have been different if the people who received the muffins from Mrs. Bishop had merely thanked her and not done something for someone else. Introduce the idea of “paying it forward”—the idea that instead of paying back the giver for a kindness, the recipient does something good for another person.

### After reading: investigation level

- Remind students of the criteria for identifying a good deed, and review some examples of good deeds. Together, brainstorm some good deeds that could happen in the classroom.
- Have students sit in a circle in random order. To ensure that students sit in random order, make enough numbered slips of paper for each student to draw one, and ask them to select one of the slips from a box or bag. Read out the numbers in order and the student with that number will take the next seat in the circle.
- Ask students to print the name of the person on their right on a piece of paper. Invite them to think of a good deed they could do for that person. Ask them to make sure the good deed meets the agreed-upon criteria.
- As a class, make a good deed necklace using a jar of beads with various sizes, shapes, and colours, and about 1.5 metres of string, following these steps:



## Synthesizing ideas

- Allow students to choose a bead from the jar.
- Model the construction of the necklace by suggesting one good deed that you could do for someone in the classroom.
- Attach the bead to the necklace by lacing it onto the string, knotting it after each bead.
- Ask the first student in the circle to say, "If (the teacher) did (recite the good deed she/he had stated), then I would pass along the good deed by (state another good deed) for the next person in the circle." The student then sews on the next bead.
- Then the next person repeats this. "If (student's name) did \_\_\_\_\_ for me, then I would (good deed here) \_\_\_\_\_ for (the next person in the circle).
- Continue this process until everyone has a turn stating a good deed. If students get stuck for ideas, start over or suggest a new good deed to get students going again.

Adapted from the *Lesson Plan Page* by Nan Ray, <http://www.lessonplanpage.com/printables/POBeginSchoolBeautifulDeedsKindnessLessonK4.htm>

## Begin New Session

### After reading: application level

- Revisit the story and read to the point where Mrs. Parker gives out five plates of cookies. Invite the students to pretend that she gave a plate to each of them. To whom would students do a kind act or a good deed?
- Using Blackline Master #3, "My good deeds," brainstorm individually or as a class possible recipients of students' good deed. Consider people at home, at school, and in the community

Blackline Master #3

Who might I do a good deed for?

**My good deeds**

At home	At school	In my community

Name: \_\_\_\_\_

Thoughtful Book Series - Blackline Master

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## Plan and implement five good deeds

## Synthesizing ideas

- Remind students of the criteria that characterize a good deed. Using the chart in Blackline Master #4, “Five good deeds,” invite students, individually or in partners, to create a plan to do good deeds for five people. Model the process with the class using the questions from Blackline master #4.

Blackline Master #4

**Five good deeds**

	Deed #1	Deed #2	Deed #3	Deed #4	Deed #5
<b>WHO</b> will you do a good deed for?					
<b>WHAT</b> will you do?					
<b>WHEN</b> will you do the good deed?					
<b>WHERE</b> will you do the good deed?					
<b>WHY</b> will this good deed make the person happy?					

Name: \_\_\_\_\_

Criteria that make a good deed:

- Is something I can do
- Makes the other person happy
- Makes me feel good

Thoughtful Book Series – Ordinary Mary's Extraordinary Deed

The Critical Thinking Consortium

## Assessment

- Use the rubric *Assessing acts of kindness* (Blackline Master #6) to assess students' understanding of acts of kindness.

## Extensions

- Read the quotations about kindness (Blackline Master #5) and ask students to restate the quotation in their own words or represent it in a picture.
- Create a board game that reinforces the importance of doing good deeds.
- Explore the Paying It Forward Foundation website at <http://www.payitforwardfoundation.org/home.html>.
- Begin a wall showing “Acts of Kindness.” Encourage students to record good deeds they do for someone (but not their name or the recipient's name) on a cutout of a hand. Post these around the classroom or along a hallway throughout the school year.
- As a math extension, invite students to estimate how many good deeds they could do over a given number of days. Challenge students to meet or beat their estimates. Model data collection and graphing strategies to record the activities: comparing estimations to actual scores, tallying and recording techniques, creating graphs.



## Character cards

Mr. Steven

Maria

Joseph

Sarah

Sophia

Tom

Peter

Eric

Di

Louise

Mr. Taylor

Kate

## Are these good deeds?

I really like watching television when I do my homework or read a book.	Students offered a free baby-sitting service so parents could enjoy the school fair.
Your neighbour's lawn is getting long. She has been sick and cannot cut it. You cut the lawn for her so she can relax and get better.	You bought a new bike so you have a better chance of winning the race.
You make your sister's lunch for her.	I saved my money for weeks to buy a new toy.
You help your neighbour weed the garden.	I made a thank-you card for the secretary because she is always willing to help me.

# My good deeds

Who might I do a good deed for?

At home	At school	In my community

Five good deeds

	Deed #1	Deed #2	Deed #3	Deed #4	Deed #5
<b>WHO</b> will you do a good deed for?					
<b>WHAT</b> will you do?					
<b>WHEN</b> will you do the good deed?					
<b>WHERE</b> will you do the good deed?					
<b>WHY</b> will this good deed make the person happy?					

Criteria that make a good deed:

- Is something I can do
- Makes the other person happy
- Makes me feel good

# Kindness Quotes

*"No act of kindness, however small, is ever wasted."*

Author: Aesop

*"Only a life lived for others is worth living."*

Author: Albert Einstein

*"How wonderful it is that nobody need wait a single minute before starting to improve the world."*

Author: Anne Frank

*"Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world."*

Author: Archbishop Desmond Tutu

*"Remember not only to say the right thing in the right place, but far more difficult still, to leave unsaid the wrong thing at the tempting moment."*

Author: Benjamin Franklin

*"People will forget what you said, people will forget what you did, but people will never forget how you made them feel."*

Author: Bonnie Jean Wasmund

*"The smallest good deed is better than the grandest good intention."*

Author: Duguet

*"The best way to find yourself is to lose yourself in the service of others."*

Author: Gandhi

*"We must be the change we wish to see in the world."*

Author: Gandhi

*"There are no unimportant jobs, no unimportant people, no unimportant acts of kindness."*

Author: H. Jackson Brown, Jr.

*"When you are kind to others, it not only changes you, it changes the world."*

Author: Harold Kushner

*"I am only one; but still I am one. I cannot do everything, but still I can do something. I will not refuse to do the something I can do."*

Author: Helen Keller

*"Kind hearts are the gardens,  
Kind thoughts are the roots,  
Kind words are the flowers,  
Kind deeds are the fruits.  
Take care of your garden  
And keep out the weeds,  
Fill it with sunshine  
Kind words and kind deeds."*

Author: Henry Wadsworth Longfellow

*"Do all the good you can. By all the means you can. In all the ways you can. In all the places you can. At all the times you can. To all the people you can. As long as ever you can."*

Author: John Wesley

*"Life's most persistent and urgent question is, 'What are you doing for others?'"*

Author: Martin Luther King, Jr.

*"If you can't feed a hundred people, then feed just one."*

Author: Mother Teresa

*"Give what you have. To someone, it may be better than you dare to think."*

Author: Unknown

*"Don't wait for people to be kind, show them how."*

Author: Unknown

# Assessing acts of kindness

	Sophisticated understanding	Extended understanding	Basic understanding	Partial recognition	Pre-recognition
Distinguishes a good deed	Correctly distinguishes good deeds from those that are not and provides a thorough explanation of the difference. Understands the positive effects of a good deed.	Correctly distinguishes good deeds from those that are not and provides a simple explanation of the difference.	Correctly distinguishes good deeds from those that are not. Can offer simple examples of good deeds.	When provided with simple examples of good deeds can correctly distinguish them from deeds that are not.	Does not understand what it means to distinguish good deeds from those that are not.
Plans and implements a reasonable act of kindness	Plans and willingly implements reasonable acts of kindness that meet all the criteria for a good deed in more than one setting (e.g., home, school, community).	Plans and implements a reasonable act of kindness that meets all of the criteria for a good deed.	Plans an act of kindness that meets up to two criteria for a good deed; may need support in	Selects an action that does not fully meet the criteria for a good deed. Needs support in implementing it.	Not yet able to plan for and implement an act of kindness.

Comments:



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